English Lesson Plans

Level 1

Term 2

English Lesson Plans

Level 1

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Level: 1 **Term:** 2 **Week:** 1 **Day:** 1 & 2	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and identify sounds.

2. Function: - listen and focus the particular words.

3. Activity: Recognizing the sounds by listening

4. Material: Worksheets

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5. Procedure:

a. Prepare your class for listening activity. They will listen four words but they will focus on the key words.

b. **Worksheets**

- Distribute the worksheets. Write a key word on the board. (**Hen**) Put stress on **h** sound and ask them to repeat.
- They will listen four words with different sounds. They will put a tick mark in a column when they have the same sound as in the key word. When they do not hear the sound tell them to leave the space blank. The first one is done for their help.

Peer checking and feedback

Key words	List 1	2	3	4
	a. **hair**	**feather**	**fast**	**have**
hen	b. **teeth**	**has**	**horns**	**sheep**
	c. **horse**	**bushes**	**cart**	**he**
fox	a. **fine**	**book**	**feather**	**goat**
	b. **rock**	**frog**	**film**	**fun**
	c. **fish**	**coin**	**pen**	**fat**
dog	a. **dance**	**small**	**duck**	**lion**
	b. **mother**	**dram**	**cow**	**dust**
	c. **date**	**donkey**	**boy**	**cat**
jug	a. **jelly**	**rat**	**jam**	**horse**
	b. **fat**	**jeep**	**toy**	**joy**
	c. **jump**	**run**	**jogging**	**playing**
watch	a. **book**	**what**	**teacher**	**wash**
	b. **wait**	**right**	**spoon**	**wall**
	c. **window**	**table**	**water**	**door**
goat	a. **game**	**boy**	**garden**	**picture**
	b. **doll**	**gate**	**tall**	**ground**
	c. **good**	**bird**	**go**	**rat**

Level: 1 Term: 2 Week: 1 Day: 3&4	Lesson Plan	Writing

1. Objectives: The learners will be able to:
- use capital letters for proper nouns

2. Function: Recognize proper nouns

3. Activity: From Filling

4. Material: Worksheet **(Forms)**

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5. Procedure:

a. Talk about names of people and tell them that

(All names begin with capital letters)

- Write the above line on the board
- Draw the form format on the board. Call one students close to the board. Ask each item orally and fill in the form on the board.
- Explain that all the names begin with capital letters.

b. Worksheet

- Prepare them that they are going to fill up a form of personal information for their school record.
- Erase the written form from the board.
- Ask them to sit in pairs and do the task

Task B: School card

Explain it and ask them to fill in the form again.

6. Follow Up:

Prepare a school card of your younger sister or brother.

Level: 1 Term: 2 Week: 1 Day: 3&4	Worksheet	Date

Task A Fill in the form below.
"All names begin with capital letters."

Form

1. Name: ______________________

2. Father's name: ______________________

3. Class: ______________________

4. Name of School: ______________________

5. City/Village: ______________________

6. District: ______________________

7. Province: ______________________

B)

School Card

School: ______________________

____

City/Village: ______________________

1. Name (In Block letters): ______________________

2. Father's Name: ______________________

3. Class: __________ **4. Section:** ______________

5. Class Teacher's Name: ______________________

6. Head Teacher's Name: ______________________

7. Class Room No.: ______________________

Level 1 Term 2 Week 1 Day 5

Note: Do not do any writing on books.

Do page 7 from Get ahead Book 2 in copies

Level 1 Term 2 Week 1 Day 6

Assessment # 1

Task 1

Fill the following form.

1. Name:
2. Father's Name:
3. Class:
4. Name of School:
5. City/ Village:
6. Class:
7. Section:
8. Class Teacher's Name:]
9. Head Teacher's Name:
10. Class room No.:

Level: 1 **Term: 2** **Week: 2** **Day: 1**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- Listen and follow.
- Listen and respond

2. Function: Following the instruction

3. Activity: Game – Simon says

4. Material: None

5. Procedure:

a. Prepare you class that they are going to play. They will listen what their teacher says and follow the instruction properly.

b. **Presentation**

Ask two students to do what you say in front of the class.

Teachers says, "Class, watch us closely and listen carefully;

Simon says, Touch your neck
Simon says, Touch your foot"

(Only the students, standing in front of the class follow you and touch different parts of body and the class just listen and watches. Continue with different parts of body:

c. Tell the whole class to standup and follow.

"Now every one:

Simon says Touch your neck
Simon says Touch your ....."

Now the class listens and follow the instruction. Take all parts of body. Take as many parts as you can. Check if they do not know about some parts, then tell by demonstration.

d. Game (Simon Says)

- Call one student at a time. Ask tem to follow. If he or she touches the wrong part then he/she loses the game. If he/she does it successfully, then he/she will say the lines of teacher and next students will be called to follow the instruction.
- Take only five parts of body on a student and repeat the same parts randomly to check if they are listening properly.
  - First continue your practice on four or five students.

c. Individual Practice

Then ask students to play each other. Call two students to play with.

"Simon says, touch your nose.
Simon says, touch your leg. … hand…nose….head…ears

Level: 1 Term: 2 Week: 2 Day: 2 & 3	Lesson Plan	Writing

1. Objectives: The learners will be able to:
- understand comparison
- use comparative adjectives in sentences.

2. Function: Writing and comparing

3. Activity: Writing sentences of comparison

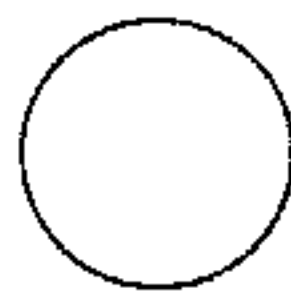
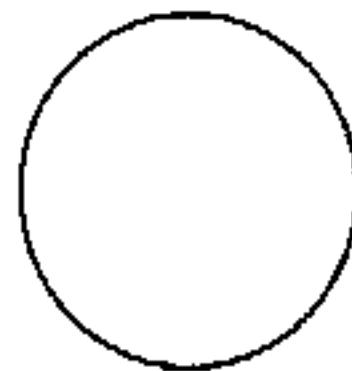
4. Material: Worksheets (**Adjectives**)

5. Procedure:

a. Presentation

- Talk about nouns and describing words. Take examples from the students.

Tall boy, Small Chair

- Explain to them that adjective are used to compare people and things. We use **er** or **more** with adjectives, when we talk about comparison. Draw shapes and write comparative form.

Ball No. 2 is bigger than Ball No. 1
Ball No.1 is smaller than Ball No. 2

b. Worksheet

- Talk about each picture. Take oral responses.
- Practise more than once for each picture.
- Help them to write sentences.

Level: 1 Term: 2 Week: 2 Day: 6	Assessment

Level: 1		
Term: 2	Worksheet	Date:
Week: 2		
Day: ~~1~~ 2 & 3		

Task: Write a sentence for each picture. Use correct form of Adjective.

qra Sarah Na

/short

Karim /tall

1. ____________________

2. ____________________

isar Rehman

baby/old

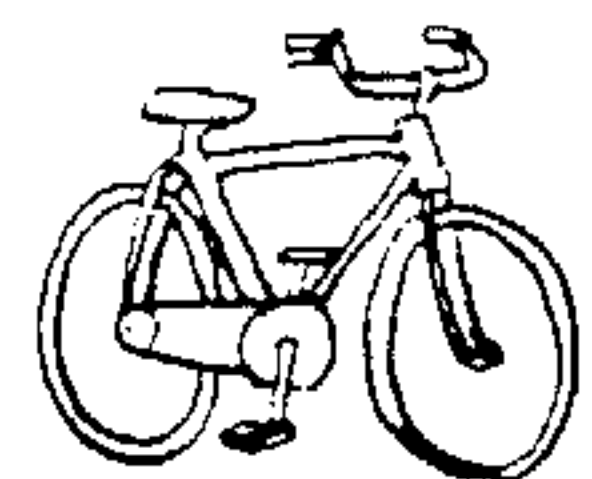
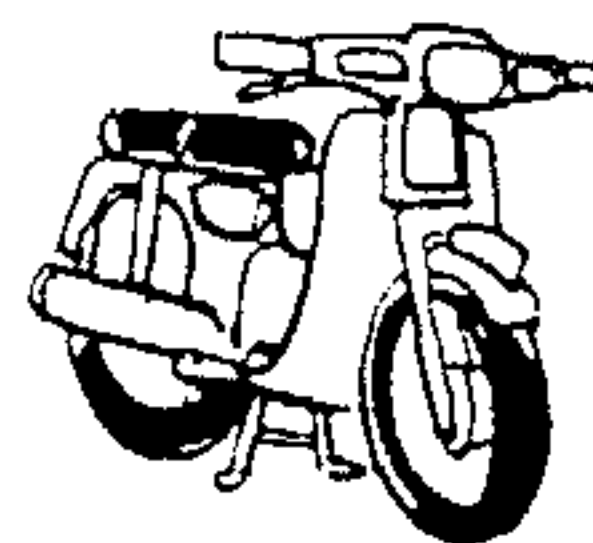
feather/light

. ____________________

4. ____________________

crown

te

ruler/long

motorcycle/fast

. ____________________

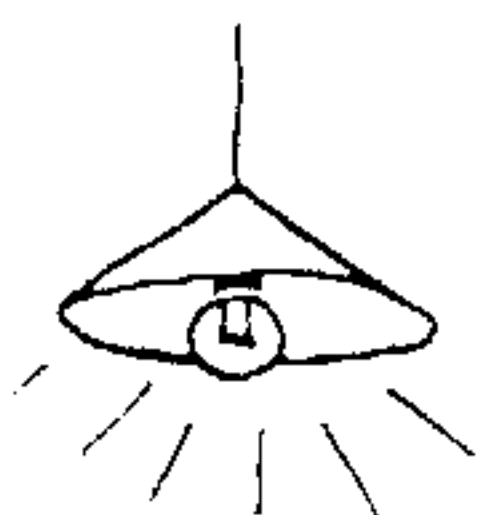
6. ____________________

A B

A/bright

red green

red/small

____

8. ____________________

Level 1 Term 2 Week 2 Day 4 5

Note: Do not do any writing on books.

Do page 8 from Get ahead Book 2 in copies

Level 1 Term 2 Week 2 Day 6

Assessment # 2

Task 1

Make sentences by using following adjectives. /10

Short Tall fast small

Task 2

Fill in the following blanks by choosing correct word. /10

Sister brother

1 Khalid is Sara's ______________________.

2 Sara is Khalid's ___________

Level: 1
Term: 2
Week: 3
Day: 1

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- Talk about colours
- Talk about their likes and dislikes

2. Function: Talking about colours

3. Activity: Dialogue Practice

4. Material: Sheets of Paper

5. Procedure:

a. Presentation.

Discuss about colours. Write the names of colours on the board.

b. Practice

- Focus one colour at a time, write the name of colour on the board and ask the following from the learners.

Tr. Do you have blue things?
St. Yes madam, I have a blue *shirt*, a blue ________.

- Continue with almost all the colours and with different students.

c. Further Practice

- Ask them to forget the classroom and think about outside world or nature.
- They will tell the names of those things which are green / black / ....

d. Likes or dislikes.

- Distribute sheets of paper and ask them to sit in groups.
- Ask them to write names of things whose colour they like very much and one particular thing whose colour they do not like.

e.g. I like red apples.
I do not like Black cat.

- Take feedback from each group.
- After having oral practice ask them to write five sentences on those colours they like and five sentences on those colours they do not like.

6. Follow up:

- Repeat step D. in your H/Work copies.

Level: 1
Term: 2
Week: [illegible]
Day: 2

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- Put stress on syllables
- Pronounce words clearly

2. Function: Speaking properly
3. Activity: Clapping for the syllables
4. Material: Worksheets

5. Procedure:

a. Introduction
Tell your students that in English, words have syllables (parts) and they get stress and rhythm when spoken or pronounced. Some words have one syllable and some words have more than one. So the learners need to get a feel for rhythm and stress of English words. Then they will be able to understand spoken English better and they will learn to speak clearly on the board.

b. - Write the following words and make two columns
- Some with one syllables and some with more than one.
- Say the words clearly and ask them to repeat after you.

One Syllable	**hen, milk, cup , book, pen, legs, not.**
More than one Syllable	**Bisc uit, dresses, bushes , windows, feather**

c. Worksheet

Task 1. Ask them to look at the words when they listen form their teacher. You say the words and ask yours learners to clap one time on the words which have one syllable and clap for two times which have more than one syllable.

Task 2. Call one student in front of class. He/she says the words to the class and class claps after listening.

Task 3. Ask them to turn over the worksheet page and just listen and clap. First you say a few lines then give chances to the students .

Note: If times allows you can add some more words in the list.

Level: 1
Term: 2
Week: 3
Day: 2

Worksheet

Task: Listen and Clap

- fish	flo -wer	for - est	fruit
- kids	ki - te	ke - ttle	kit - ten
- par - rot	pen	po - cket	pot
- ra - bbit	ring	rose	rain - bow
- tub	tr - uck	tall	tur - tle
- wood	win - dow	wet	wa - ter
- zip	zeb - ra	zoo	zig - zag
- dog	don-key	duck	dia - sy
- ig - loo	ink	in - ches	in - side
- ele - phant	egg	el - bow	elf
- cat	can - dy	cot	cu - shion
- ball	bo - tttle	ba - lloon	bas - ket

Level 1 Term 2 Week 3 Day 4&5

Note: Do not do any writing on books.

Do page 9 from Get ahead Book 2 in copies

Level 1 Term 2 Week 3 Day 6

Assessment # 3

Task 1

Circle the words having 1 syllable. /5

Fish	flower	forest	fruit
kids	truck	inside	rose

Task 2 /15

Teacher will select a text and will write it on a chart. She will call students one by one and students will read the text. Also ask any question to see the understanding of text e.g what is the text about? Tell me the topic etc

Give numbers according to the following criteria.

Fluency /5
Accuracy /5
Questions /5

Level: 1 Term: 2 Week: 4 Day: 4	Worksheet	Writing

Task 1: This is a picture of a woman taken from a magazine. Describe her in your own sentences. Take help from the words.

tall

thin and long

thin

long

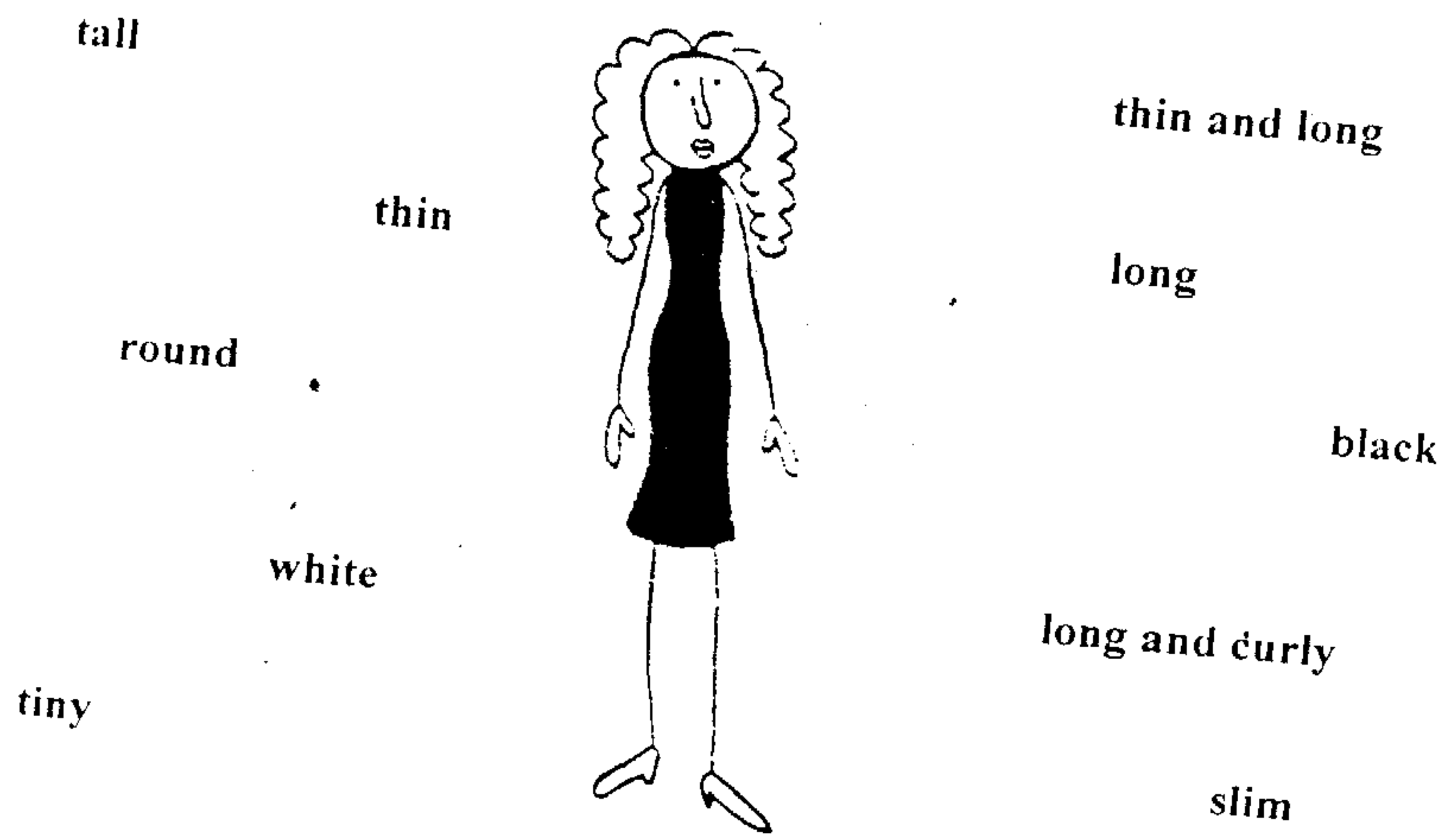
round

black

white

long and curly

tiny

slim

height: ______________________ shape: ______________________

hair: ______________________ face: ______________________

eyes: ______________________ nose: ______________________

arms: ______________________ legs: ______________________

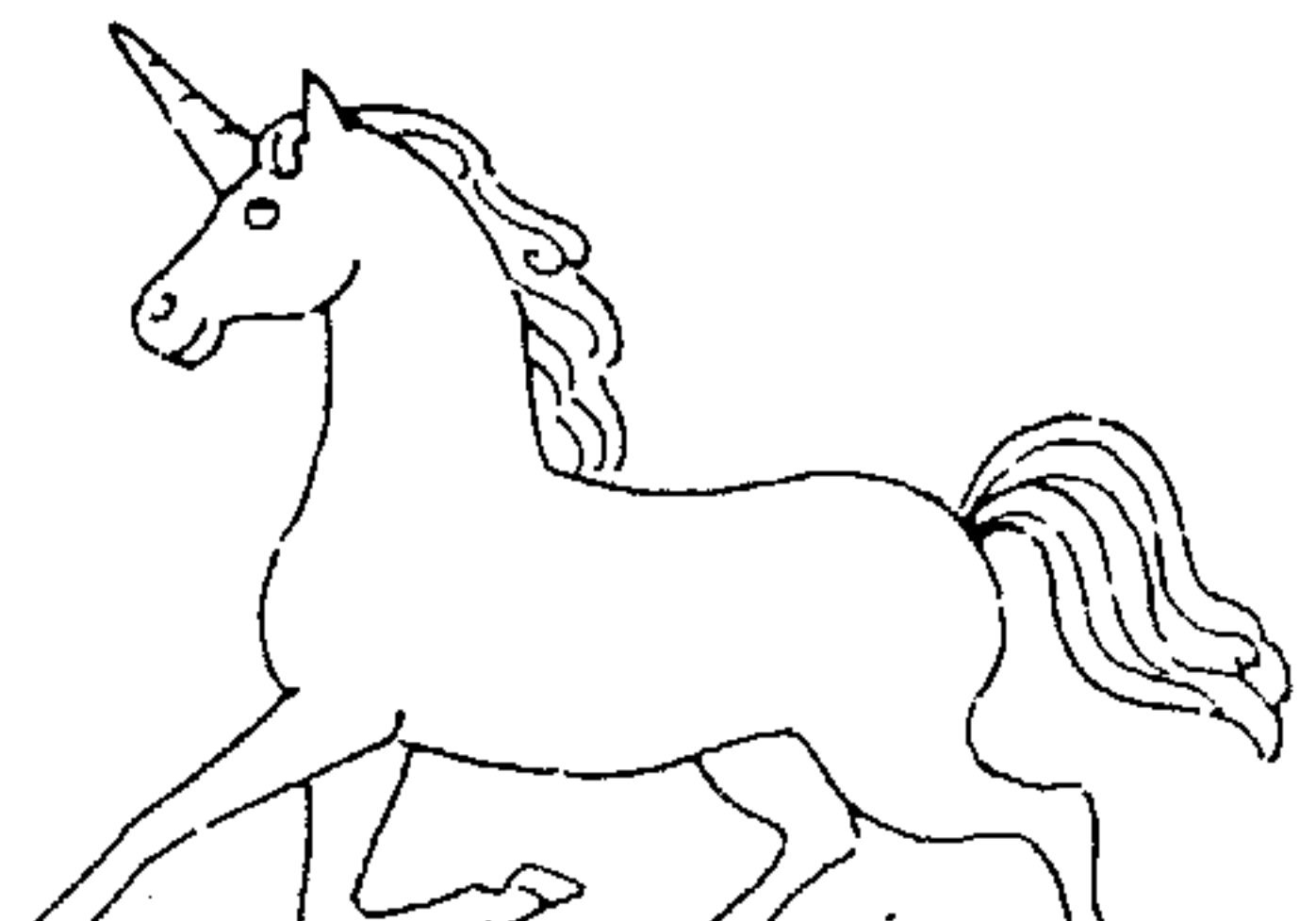
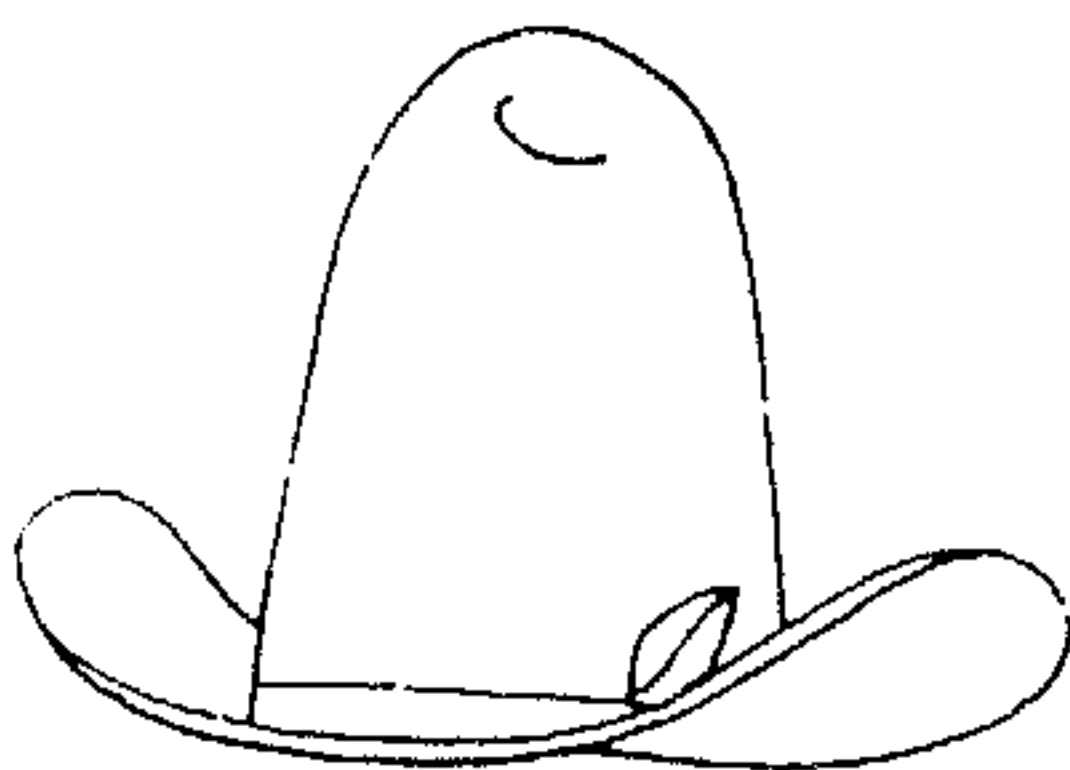
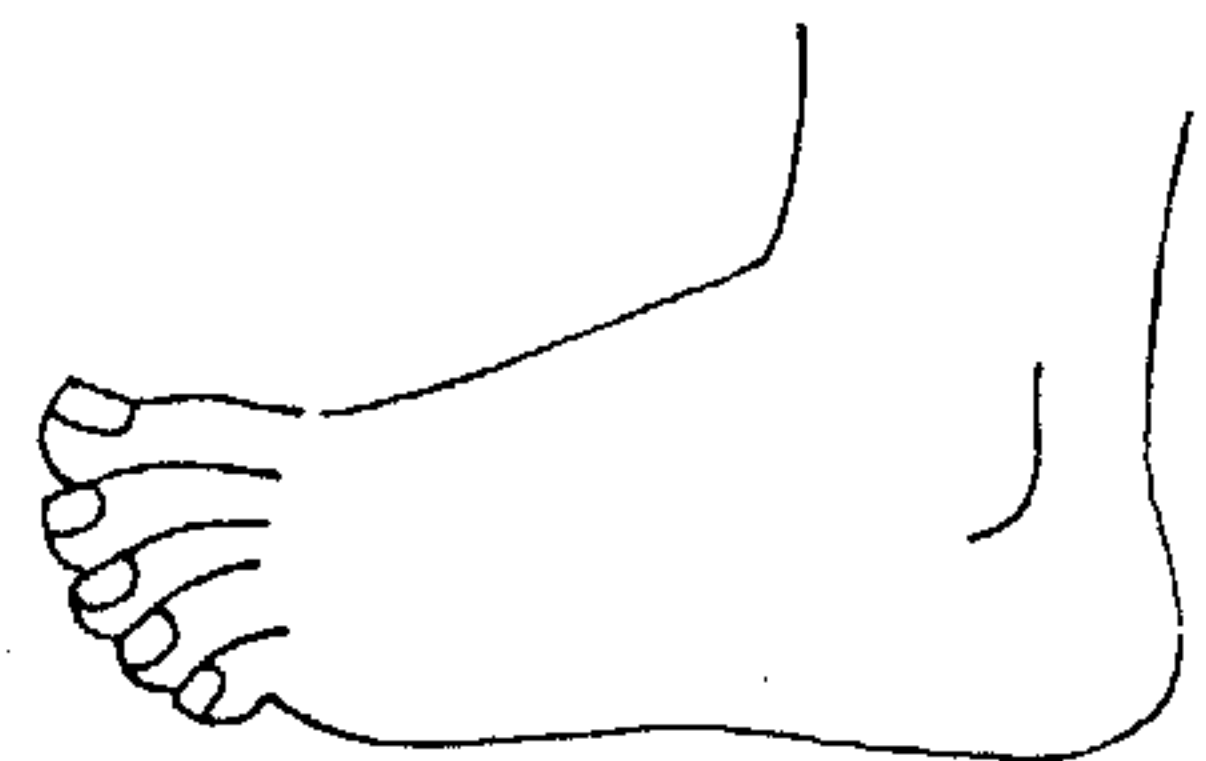
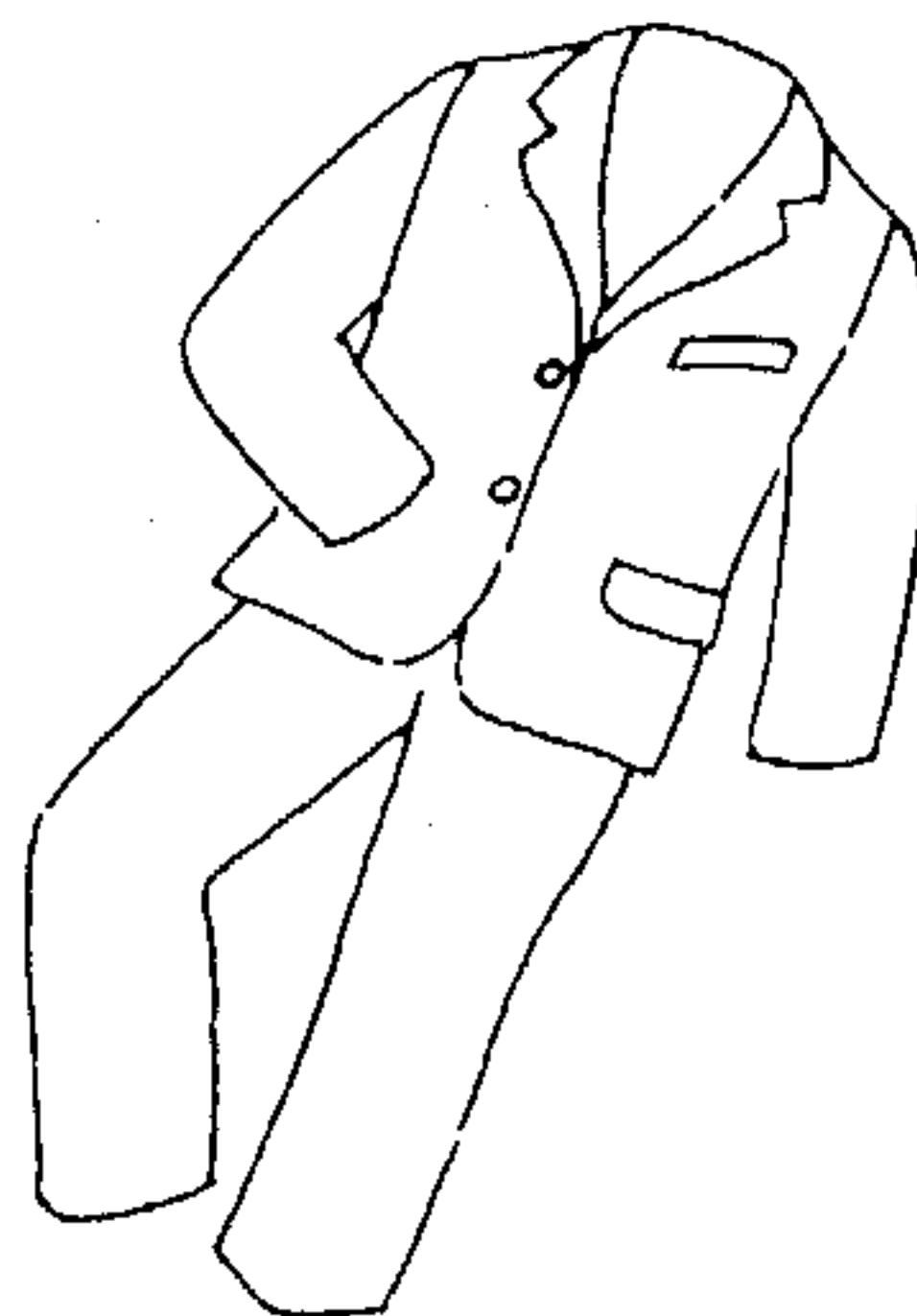
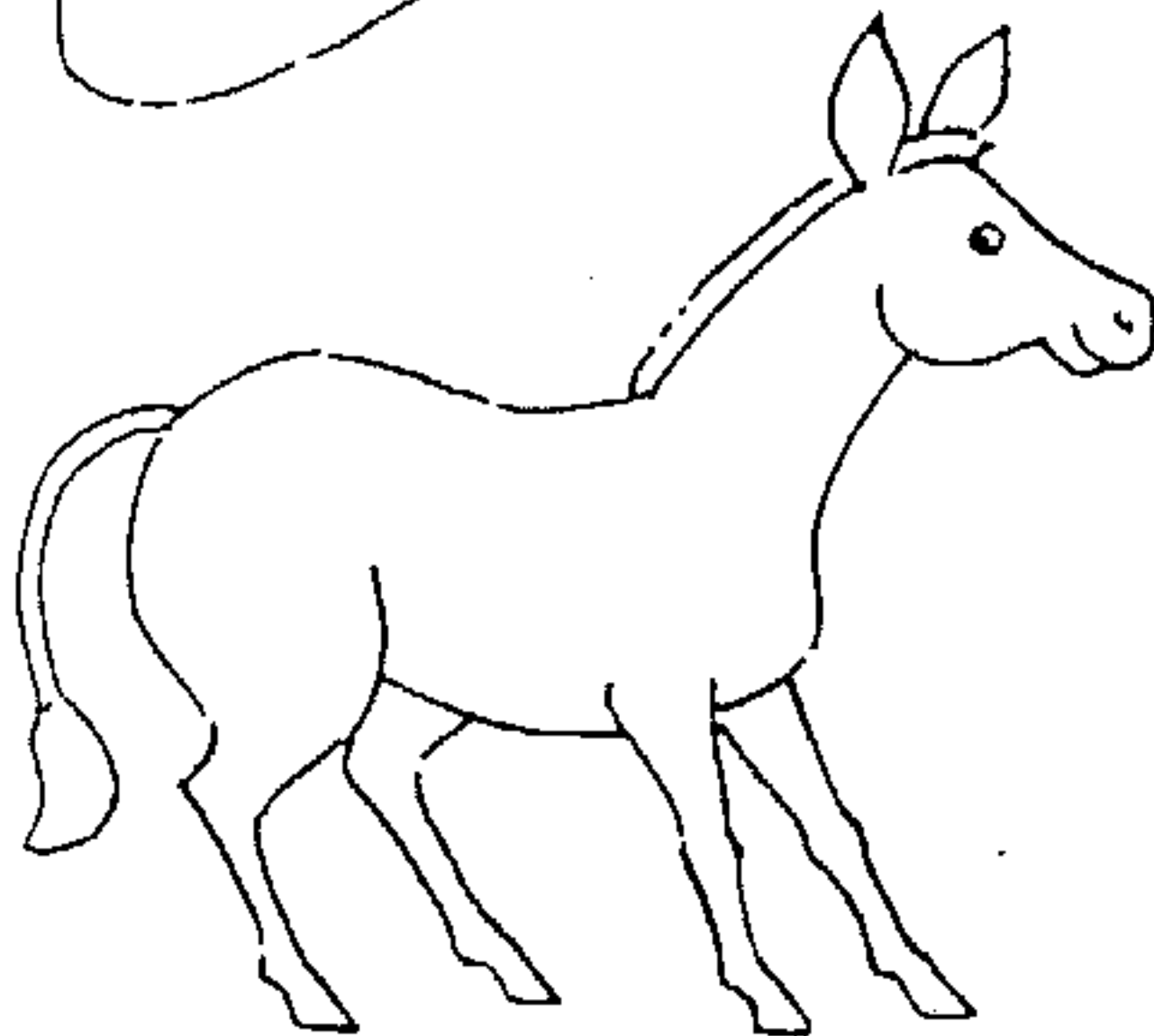
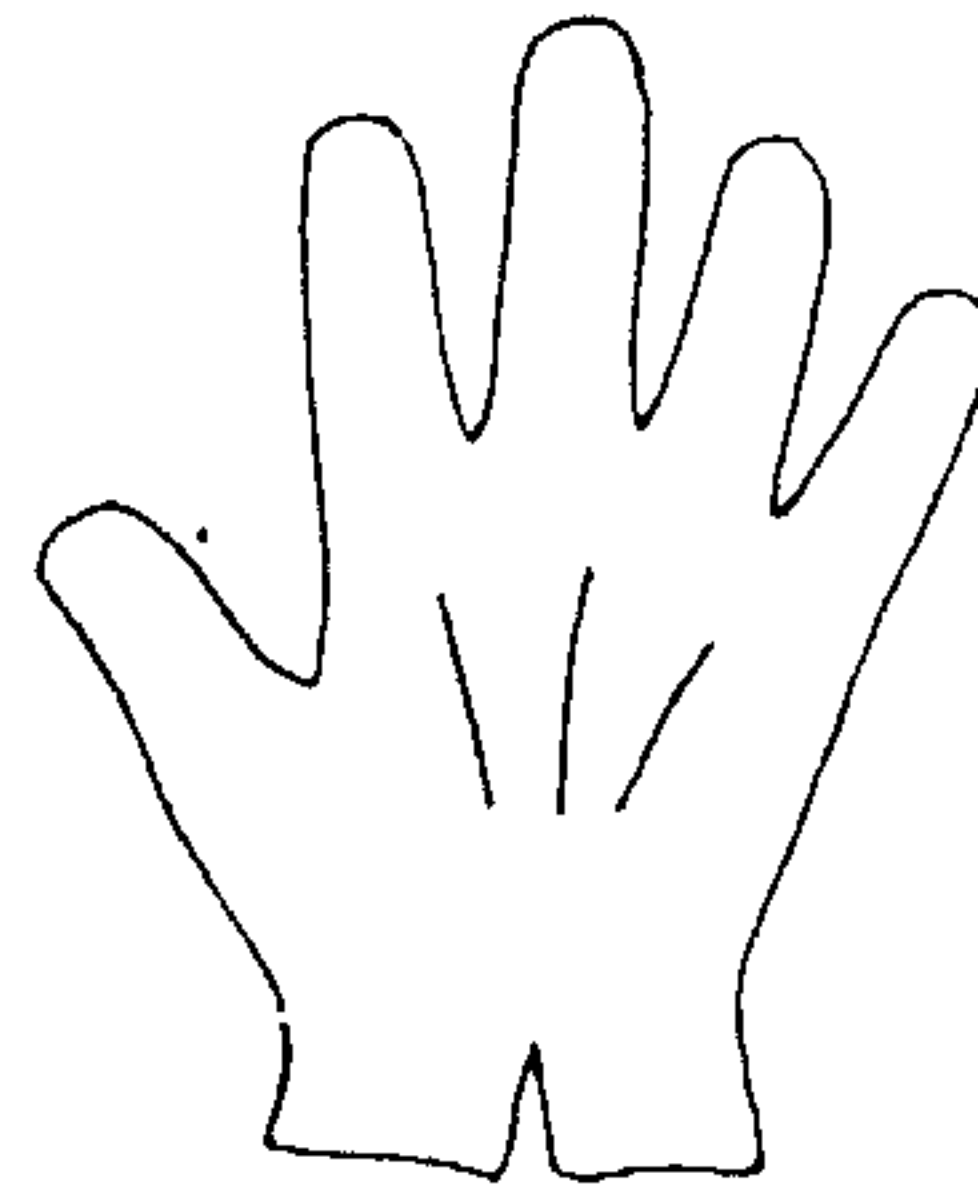
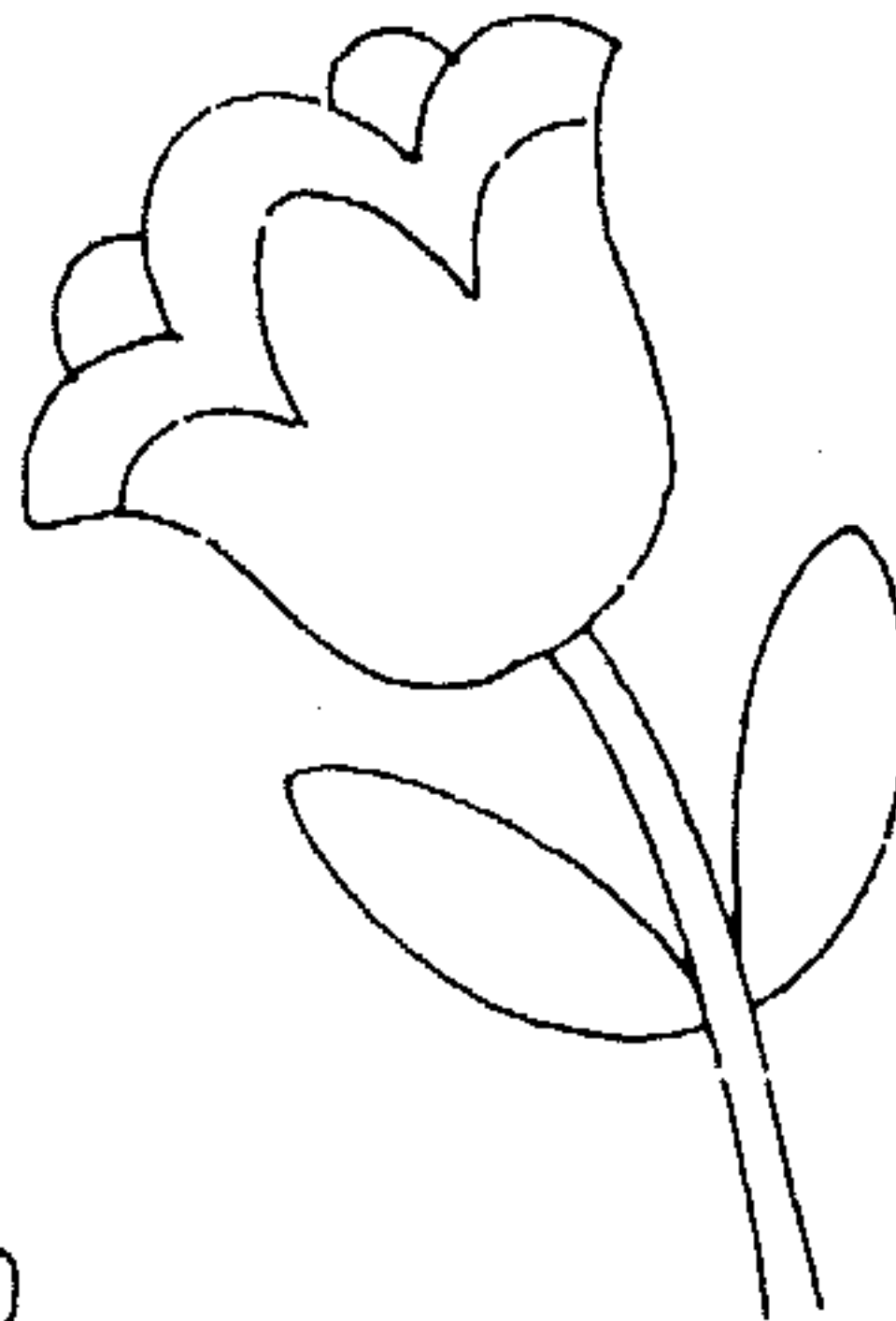
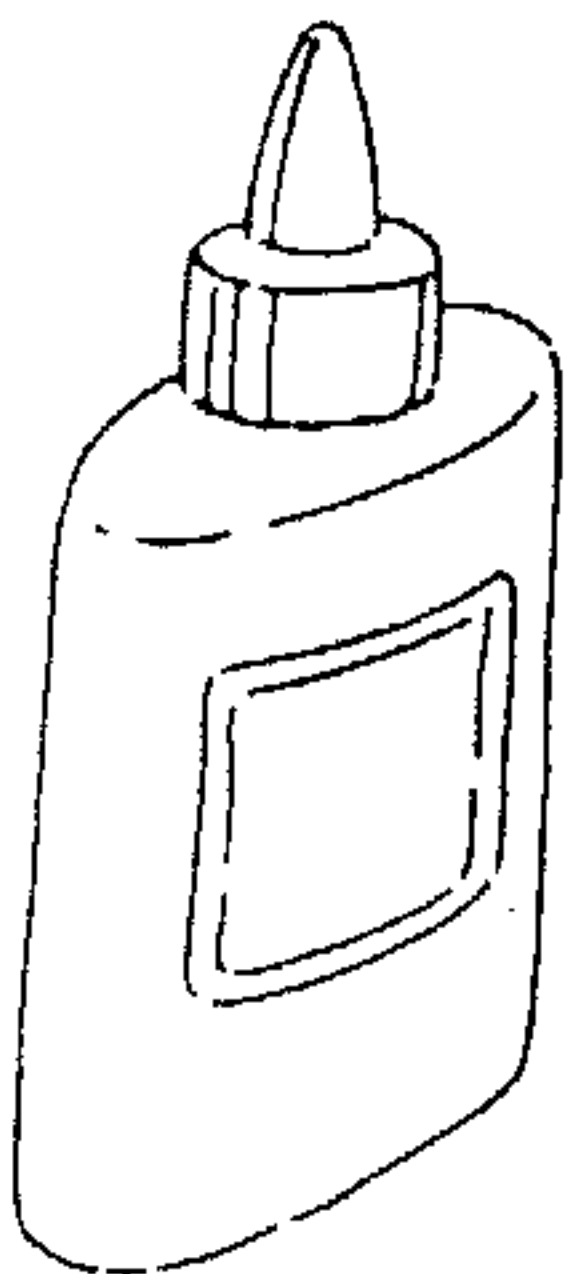
shoes: ______________________ dress: ______________________

Level: 1 Term: 2 Week: 4 Day: 1	Worksheet	Communication

Long u

Long u is the sound you hear in the middle of mule.

Say the name of each picture.
Draw a circle around the picture if you hear the long u sound.

mule

Level 1 Term 2 Week ٩ Day 5

Note: Do not do any writing on books.

Do page ١٥ from Get ahead Book 1 in copies

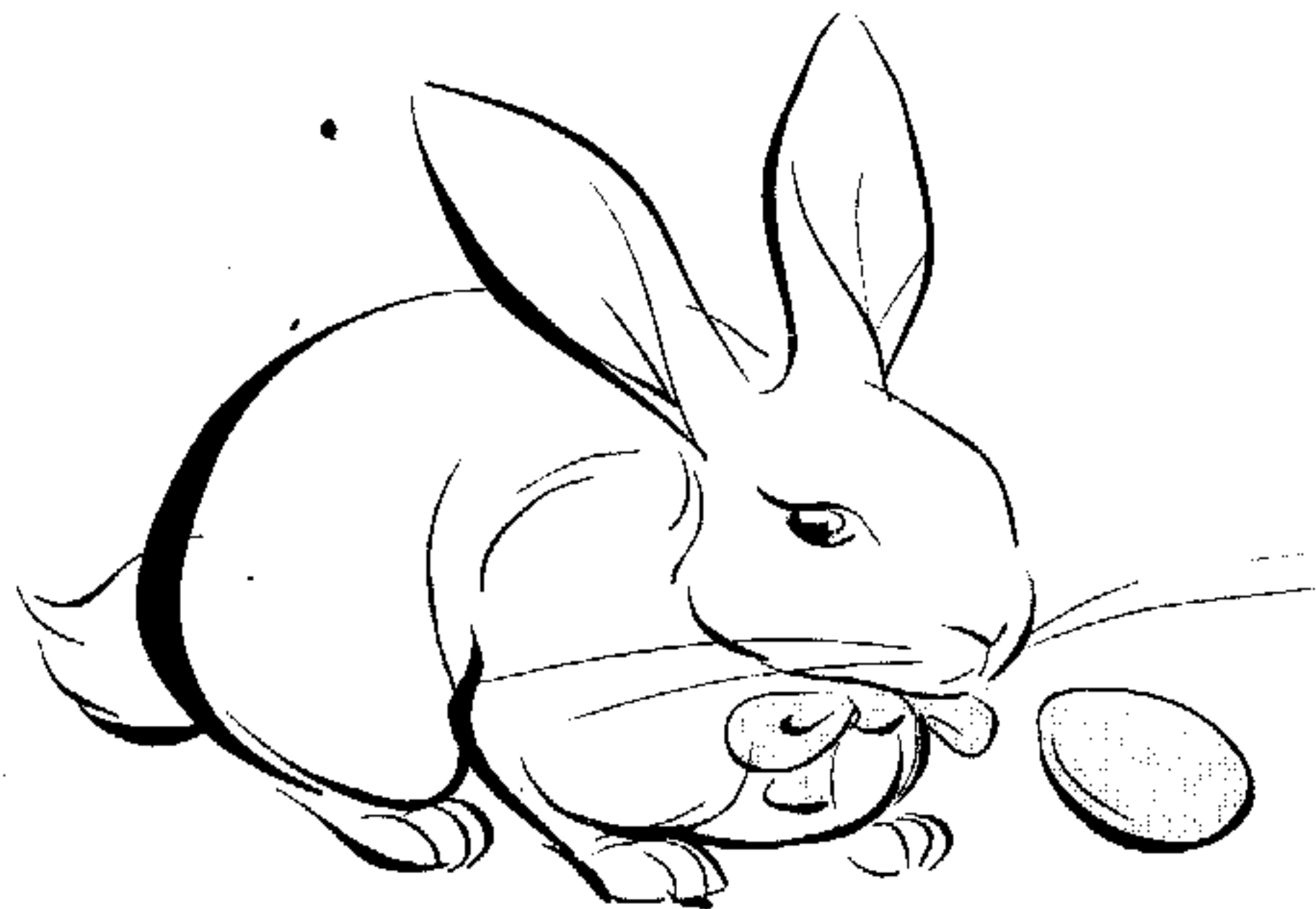
Level 1 Term 2 Week 4 Day 6

Assessment # 4

Task 1

Draw the following picture on boad and tell students to describe it with the help of following words. /20

Ear/Long Colour/white Tail/small

likes/egg Skin/soft

Level: 1
Term: 2
Week: 5
Day: 1

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- listen and understand the commands
- listen and follow

2. Function: Following Instruction

3. Activity: Drawing the Shapes

4. Material: Sheets of Paper

5. Procedure

a. Preparation

- Prepare your class for listening and drawing
- Teach the words for shapes. Draw the shapes on the board and ask the name of each.

circle , square , triangle , rectangle, oval, crescent

Teach them basic preposition of location, the words of direction and the adjective.

on , under , right , left, thin

- Give them sheets of paper and ask them t o draw the shapes. Help them in drawing the shapes. Ask them to compare their drawings with their partners.

b. Listen and Draw

Read the following instruction to the children and ask them to draw on their sheets what they listen. Keep your voice loud and clear and repeat your instructions.

Listening Text

- **Draw a small circle.**
- **Draw a crescent on the circle, with points up.**
- **Draw a big rectangle under the circle and to the right.**
- **Draw two thin rectangles under the left side of the big rectangle.**
- **Draw two thin rectangles under the right side of the big rectangle.**

c. Before feedback ask them to guess what they have drawn.

Peer checking and feedback

Level: 1 Term: 2 Week: 5 Day: 2, 3 & 4	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - understand and write the story events in sequence
2. **Functions:** Sequencing the events
3. **Activity:** Story Writing
4. **Material:** Worksheet (**Little Chimpy**)

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5. Procedure

a. Presentation

Prepare your class that they are going to write a story about **C**himpy. Check if they know the meaning of **C**himpy (a type of a small monkey)

b. Worksheet (Pair Work)

Task 1:

- Distribute the worksheets and discuss each picture with your students
- Pictures are not in order they should dine numbers to the picture according to the events.

Task 2:

- Then read out the sentences and ask them to read aloud.
- Tell them that these sentences are about chimpy and its story but they are not written in correct order. Now ask them to match the events of the story with the picture.
- Ask them to compare their work with their partners and take feedback

c. Re – writing (Individual)

Ask them to rewrite the sentences in a form of story in one paragraph.

Feedback and also peer checking

6. Follow Up: Repeat task –C

Level: 1 Term: 2 Week: 5 Day: 5	Worksheet	Writing

Little Chimpy

Task 1: This is a story of a chimpy. The picture are not in correct order. Give numbers to the picture according to the correct order of the story.

1

Task2: Match the sentences with the pictures and put numbers on the sentences

☐ He is hungry.
1 Chimpy is a little monkey.
☐ Now he is sleeping.
☐ He is climbing up the tree.
☐ He is happy and swinging on the tree.
☐ He is eating a sweet mango.

Task 3: Rewrite the story.

____

____

____

Level 1 Term 2 Week 5 Day 5

Note: Do not do any writing on books.

Do page 11 from Get ahead Book 2 in copies

Level 1 Term 2 Week 5 Day 6

Assessment # 5

Task 1

Teacher will write following sentences on board. Tell students to arrange and write these sentences in your copies. /10

He is hungry

1 Chimpy is a little monkey

Now he is sleeping.

He is climbing up the tree.

He is eating a sweet mango.

Task 2

Write plurals of the following singulars. /10

Car dog rubber cat ball

Level: 1 **Term: 2** **Week: 6** **Day: 1 & 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:

- Recognize the difference between short and long –**a-** sound.
- Pronounce the sound properly

2. Function: Recognizing the difference between short and long -a- vowel sound

3. Activity: Drill, Word Spy game.

4. Material: Worksheet

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5. Procedure:

a. Introduction

- Write the following examples on the board. Ask them to recall and give a few more words to add in the list. Pronounce the words and students repeat after you.

Short -a-	Long -a-
am	cake
and	late
cat	game
apple	same

b. Worksheet

- Model reading. Follow the model reading (You read a sentence aloud and the class repeat in chorus after you).
  - Group Reading
  - Paired Reading
  - Individual Reading
  - Focus on short –a- sound and long -a- sound one by one.

c. Word Spy Game

- Ask them to take out C/work copy or a sheet of paper and draw two columns on the page – one for short -**a-** sound and one for long -**a-** sound.
- Make them sit in a group of three or four. You will say,
  "I spy – something that rhymes with Cat"
- Students will write the rhyming word on their page. The group which writes first is the winner and gets one point.
- Continue practice with at least five words. Then switch over activity for long –**a-** sound words.
  "I spy – something that rhymes with Cake"
- Keep the record of the group line on the board.

. Follow up: Write five short –a- sound words and five long –a- sound word.

- **Free Writing .... (5 Mins.)**
-

Level: 1 Term: 2 Week: 6 Day: 1 & 2	Worksheet	Communication

Short -a- sound and long –a- sound.

Choral drill.........Short -a- sound

I **SAT** in the **VAN** with **DAD** and **ZAID**.

I **HAD** the **MAP**.

The **CATS SAT** on my **LAP.**

SAT in the **BACK** were Mom and **SHOAIB,** his pet **RAT**

and **SAM**, the dog and baby **ZAIN**.

"**TEN** in a **VAN** – not **BAD**!" said **DAD**,

"But what about the **BAGS**?"

....

Choral drill......... Long –a- sound

EVERY**DAY** the MID**DAY** **TRAIN,**

goes straight along the **PLAIN**.

Along the **PLAIN,** comes **RAIN** or SUNSHINE,

Then it **TRAILS** the same **WAY** back.

Today the **DAILY MIDDAY TRAIN** is very very **LATE**.

It's gone off the **RAILS**! It's running **AWAY**!

Oh! It's fed up of coming and going all **DAY**.

Level: 1 Term: 2 Week: 6 Day: 4	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:

- talk about their daily routine
- write sentences about daily routine, using present form

2. Function: Writing about daily routine

3. Activity: Routine activities and their timings

4. Material: Worksheets (**Daily Routine**)

5. Procedure:

a. Pre-writing

- Ask some questions about their routine and focus on specific time

    e.g. When do you get up?

    have breakfast / go to school /have lunch
    come home / go to bed

- Help students in giving responses. Encourage them to mention specific time.
- Using o'clock in their responses. Give your own example

    e.g. I get at six o' clock

- Write their responses on the board. You read out to them and ask them to read from the board.

b. Worksheets

Distribute the worksheets. Discuss each pictures and its time. Then ask questions and students will give answers with the help of responses, written on the board.

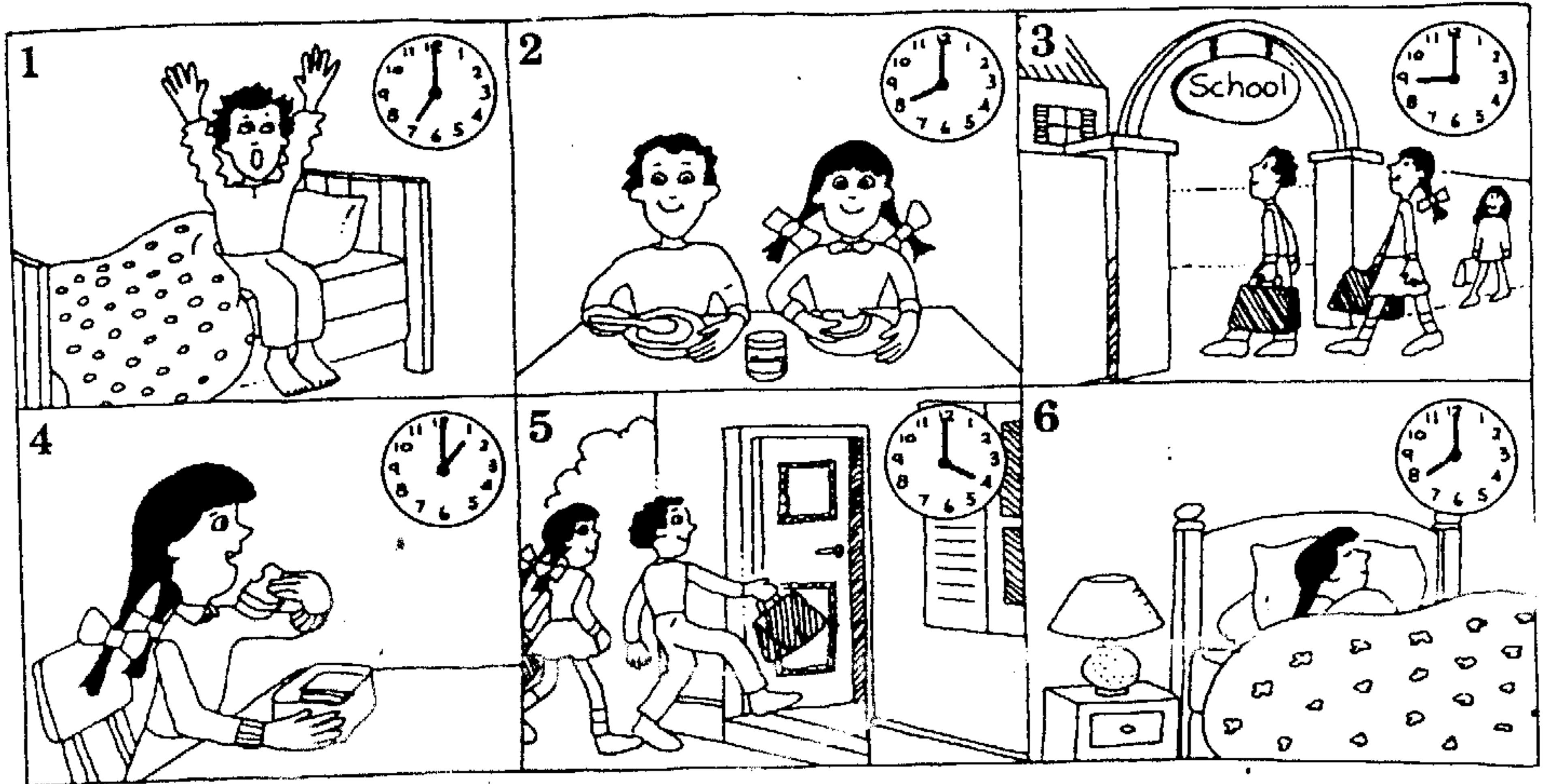
c. Writing

Rub the class board. Ask them to write questions and then their answers with the help of the table and the pictures. Explain the use of help of table and the pictures. Explain the use of **do** and **does** in question and **s/es** with he and she.

Peer checking and feedback

d. If times allows, ask them to write about their own routine in their C/Work copies.

6. Follow Up: Repeat step -D

Level: 1 Term: 2 Week: 6 Day : 4	Worksheet (Daily Routine)	Date:

Task: Write questions and their answers.

When	does do	Rani Azam	get up? have breakfast? go to the school? have lunch? come home? go to the bed?

1. When does Azam. get up? He gets up at seven o' clock

2. When do Azam and Rani ....? ____________________.

3. ____________________? ____________________.

4. ____________________? ____________________.

5. ____________________? ____________________.

6. ____________________? ____________________.

Level 1 Term 2 Week 6 Day 5

Note: Do not do any writing on books.

Do page 12 from Get ahead Book 2 in copies

Level 1 Term 2 Week 6 Day 6

Assessment # 6

Task 1

Circle the long a sound /10

Had	map	train	dad	plain
rain	bad	day	sam	way

Task 2

Draw the pictures according to the number. /10

One

Six

Three

Nine

ten

Level: 1
Term: 2
Week: 7
Day: 1 & 2

Lesson Plan **Communication**

1. Objectives:
The learners will be able to:
- Recognize the difference between short -**e**- sound and long –**e** sound.
- Pronounce the sounds properly

2. Function:
Recognizing the sound properly

3. Activity:
Rhyming reading, Word Spy Game

4. Material:
Worksheets **(Difference between short –e- and long –e- sound)**

5. Procedure:

a. Introduction
- Write examples on the board in two columns and explain the difference in sounds.
- Take some more examples from the class.
- Pronounce the words properly and give choral drill

bed	**sheep**
net	**keep**
pet	**wheel**

b. Worksheet
- Distribute the worksheets and ask them to read and practice

Reading Aloud
- Model reading
- Follow up model reading (You read a sentence loud and the class repeats in chorus)
- Group Reading
- Paired Reading

- Focus on short and long sounds one by one

c. Word Spy Game
Follow the procedure of **week 6, Day 1**

- I spy …………….. something that rhymes with **pet.**
- I spy ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, something that rhymes with **sheep**

Level: 1
Term: 2
Week: 7
Day: 1 & 2

Worksheet

Difference between short -e- and long -e- sound

Task 1: Read aloud: (*Short -e- sound*)

You have a pet.

- Would you ***let*** your ***pet get*** a TV ***set***?
- Would you ***let*** your ***pet*** have a ***red jet***?
- Would you ***let*** your ***pet get fed*** in ***bed***?
- Would you ***let*** your ***pet*** buy the best ***bell***?

Task 2: Read aloud (*Long -e- sound*)

Do you know the ***QUEEN*** who likes eating ***BEANS,***

She loved to sit ***BENEATH*** the ***Trees*** with her maid.

DOREEN who served her ***TEA*** with ***CREAM*** and also

with ***BEANS***.

Level: 1 **Term: 2** **Week: 7** **Day: 3&4**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- develop vocabulary
- write items of daily use

2. Function: Writing about daily use items

3. Activity: Making shopping list

4. Material: Worksheet (**Shopping List**)

5. Procedure:

a. Pre- Writing

- Talk with your students about shopping and ask few questions.
  1. Do you like shopping?
  2. Does your mother /father go for shopping?
  3. Do you go with them?
  4. Do you buy something?

b. Give them a situation and ask them to think that they are going for shopping along with her mother and she asked them to make a list for shopping.

c. Worksheet

- Distribute worksheets. Explain what they are supposed to do.
- Discuss orally and take responses from the students.
- Write student's responses on the board. Read the sentences and repeat.
- Ask them to repeat while reading aloud.

d. Further Practice

Rub the class board. Ask them to sit in pairs and prepare shopping lists for their mothers.

Peer checking and feedback

6. Follow Up: "Students will prepare a shopping list of their choice in their H/work copies".

Level: 1 Term: 2 Week: 7 Day: 5	Worksheet	Reading

Shopping lists

Make a list of
3 sweet things you could buy:

----

3 things you could buy for breakfast:

----

3 things for a baby:

----

3 things for your pet:

Level 1 Term 2 Week 7 Day 5

Note: Do not do any writing on books.

Do page 13 from Get ahead Book 2 in copies

Level 1 Term 2 Week 7 Day 6

Assessment # 7

Task 1

Tell students to prepare a shopping list. /20

4 Sweet things
- ۞
- ۞
- ۞
- ۞

3 things you could buy for breakfast.
- ۞
- ۞
- ۞

3 things for your pet
- ۞
- ۞
- ۞

Level: 1 **Term: 2** **Week: 8** **Day: 1 & 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:

- Recognize the difference between short **-i-** sound and long **-i-** sound.

2. Function: Recognizing the sounds

3. Activity: Locating the sounds.

4. Material: Worksheets (**Difference between short -i- sound and long -i- sound)**

5. Procedure:

a. Introduction

- Write examples on the board in two columns and explain the difference in sounds.
- Add more examples, taking from the learners.
- Drill and practice.

Short –i- sound	**Long –i- sound**
igloo	**bike**
ink	**kite**
pin	**ice**

b. Worksheet.

- Ask your learners to put circles around the words which have short -i- sound and put squares around the words which have long –**i**- sound.

- **Peer checking and Feedback.**

c. Copying

- Ask them to take out C/Work copy and copy the words in two different columns for short –**i**- sound and long **-i-** sound.
- Ask them to add more words in the list.

d. Reading Aloud

Follow the procedure and focus the words

6. Follow up:

Repeat step C in their H/Work copies.

- **Free Writing .... 5 (Mins.**

Level: 1 Term: 2 Week: 8 Day: 1 & 2	Worksheet	Communication

Difference between short –i- sound and long –i-sound

Task 1: Put circles ◯ around the words which have short –i- sound.

big	smile	wig
kite	chicks	pipe
this	fine	live
sit	nice	tile
like	fin	give
fish	line	wife

Task 2: Put square ☐ round the words which have long –i- sound.

Level: 1
Term: 2
Week: 8
Day: 3/4

Lesson Plan **Writing**

1. **Objectives:** The learners will be able to:
   - think about past actions
   - write about past events
2. **Function:** Talking and writing about past events
3. **Activity:** Picture Reading and writing about pictures
4. **Material:** Worksheets (**Past Events**)

5. Procedure:

a. Preparation

- Talk with your students discuss how they spent their last week. Ask following questions form different students.
  1. Where did you go on Monday?
  2. Did you play on Tuesday?
  3. What did you do on Friday?

Ask as many question as you can. You should also write some of the questions and then answers on the board. Read them with your students

b. Pre- Writing

Prepare your class that they are going to see the picture of a family. Ask them to look at it and find out where where were they last week

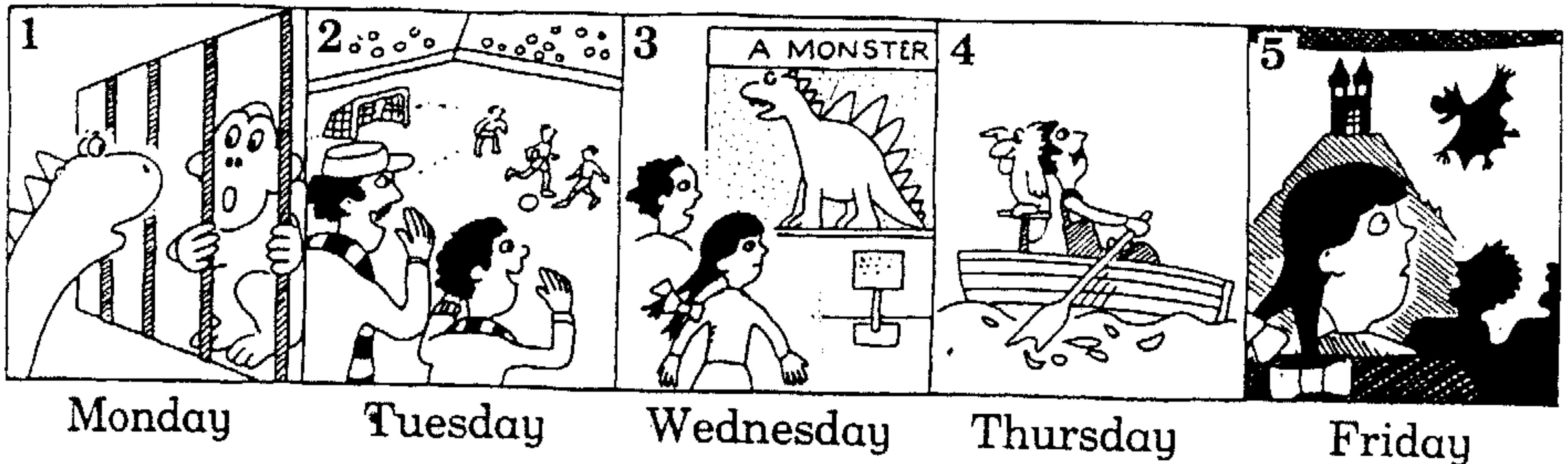
c. Worksheet (Pair Work)

Distribute the worksheets. Discuss each picture orally. Ask the given question and tell them to find out short answers from the box.

d. After taking the feedback, change the pairs and ask them to write complete answers of the question.

7. **Follow Up:** "Write about each persons what they did in the last week.

Level: 1 Term: 2 Week: 8 Day: 4	Worksheet	Date:

About Last Week

Yes , he /she was. No, he / she wasn't.	Yes , they were. No, they weren't.

Task 1: Where were they last week? Take the short answer from the box.

1. Was Bronty, their pet at school on Monday? ____________
2. Were Adnan and Mr. Riaz at the football match on Tuesday? ____________
3. Were Adnan and Shazia at the museum on Wednesday? ____________
4. Was Adnan at the shopping center on Thursday? ____________
5. Was Shazia at the cinema on Friday? ____________

Task 2: Write answers in complete sentence.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

Level 1 Term 2 Week 8 Day 5

Note: Do not do any writing on books.

Do page 13 from Get ahead Book 2 in c

Level 1 Term 2 Week 8 Day 6

Assessment # 8

Task 1 /20

Show the pictures on Week 8 Day 4 to students. Now write following questions on board and students will write their answers in complete sentences.

1. Were Adnan and Mr. Riaz at the football match on Tuesday?
2. Were Adnan and Shazia at the museum on Wednesday?
3. Was Adnan at the shopping centre on Thursday?
4. Where were you on Last Sunday?

Level 1 Term 2 Week 8 Day 6

Assessment # 8

Task 1 /20

Show the pictures on Week 8 Day 4 to students. Now write following questions on board and students will write their answers in complete sentences.

1 Were Adnan and Mr. Riaz at the football match on Tuesday?

2 Were Adnan and Shazia at the museum on Wednesday?

3 Was Adnan at the shopping centre on Thursday?

4 Where were you on Last Sunday?